

# ELL Stage III: Grades 3-5

## Writing

### PROFICIENCY LEVEL DESCRIPTORS

#### Pre-Emergent

The student at this level has a limited ability to write in English, but may possess some transferable literacy skills in their primary language. The student engages in imitative and guided writing activities with support.

#### Emergent

The student at this level demonstrates limited ability to write in English. The student continues to develop the ability to write letters, words and patterned sentences. The student relies heavily on learned grammar, regular spelling patterns and basic vocabulary to write simple sentences. The student engages in guided writing activities with support.

#### Basic

The student at this level demonstrates mastery of simple sentence construction and produces compound sentences with errors. The student is developing an awareness of subject/verb agreement and applies knowledge of sentence construction, capitalization, commas in a series, ending punctuation and regular spelling patterns. The student is able to write sentences and short paragraphs in a variety of genres using simple and progressive tenses in the present, regular past and future.

#### Low Intermediate

The student at this level demonstrates mastery of simple and compound sentence construction and produces complex sentences with errors. The student continues to develop knowledge of subject/verb agreement in complex sentences and perfect tenses, internal punctuation, and irregular spelling patterns. The student uses the writing process to produce multiple paragraph pieces in a variety of genres. The student's writing begins to reflect an awareness of purpose and audience.

#### High Intermediate

The student at this level demonstrates mastery of simple and compound sentence construction. The student continues to develop knowledge of subject/verb agreement in complex sentences and perfect tenses, internal punctuation, and irregular spelling patterns. The student uses the writing process to produce multiple paragraph pieces in a variety of genres for different purposes and audiences.

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# Writing

Writing Applications	Standard: The student will express his or her thinking and ideas in a variety of writing genres.					
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:					
	Narrative	PE-1. writing simple poetry or chants by copying a teacher provided model.	E-1. writing simple poetry, rhymes, songs, or chants collaboratively.	B-1. writing simple poetry with rhythm and rhyme independently.	LI-1. writing simple poetry, using rhythm, rhyme, similes and sensory details.	HI-1. writing simple poetry using a variety of poetic devices and figurative language including: personification, onomatopoeia, alliteration, simile and metaphor.
		PE-2. writing a short text about events or characters from familiar stories generated from a group story (e.g. language experience).	E-2. writing a narrative or short story, with support, that includes a main idea, characters, and a sequence of events using appropriate transitional words (e.g. first, next, last).	B-2. writing a narrative paragraph or short story based on imagined or real events, observations, or memories that includes characters and plot with three or more details using appropriate transitional words.	LI-2. writing a multi-paragraphed narrative based on imagined or real events that includes characters, setting, and details to develop the plot using appropriate transitional words and varied sentence structure.	HI-2. writing a multi-paragraphed narrative based on imagined or real events that includes characters, setting, sensory details, appropriate word choice and logical sequencing to develop the plot using transitional words and varied sentence structure.
	Expository	PE-3. taking notes using a teacher selected and teacher created graphic organizer or cloze notes with support (teacher modeling, visuals, word banks, etc.).	E-3. taking notes using a teacher selected and teacher created graphic organizer or cloze notes with support (teacher modeling, visuals, word banks, etc.).	B-3. taking notes using a teacher selected and student created graphic organizer or cloze notes with support (teacher modeling, visuals, word banks, etc.).	LI-3. taking notes using teacher or student selected formats based upon knowledge of oral or written text structures with teacher support (e.g. Student selects Venn Diagram for compare and contrast text).	HI-3. taking notes using self selected formats based upon knowledge of oral or written text structures with teacher support. (e.g. Student selects Venn Diagram for compare and contrast text).

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The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:					
Writing Applications	Expository	PE-4. completing an expository cloze sentence or paragraph using a word bank with visual support (e.g. The fox sleeps in the _____.). (s)(m)(ss)	E-4. writing an expository paragraph containing a topic sentence, supporting details, and a concluding statement using a paragraph frame with visual support. (s) (m) (ss)	B-4 writing an expository paragraph or a simple report containing a topic sentence, supporting details, transitions and a concluding statement using a model. (s) (m) (ss)	LI-4. writing expository essays and informational reports that include topic sentences, main ideas, and supporting details using transitions, varied sentence structure and academic vocabulary. (s) (m) (ss)
		PE-5. copying the topic sentence of familiar text.	E-5. writing the topic and/or main idea of familiar text (e.g. sentence frame: This paragraph is about _____.).	B-5. writing a summary statement containing only relevant key ideas summarizing a variety of familiar text with support.	LI-5. writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text with teacher support (word bank, outline, etc.).
	Functional	PE-6. writing a variety of functional text with guided writing support:	E-6. writing a variety of functional text:	B-6. writing a variety of functional text that address audience, stated purpose and context:	LI-6. writing a variety of functional text that address audience, stated purpose, and context:
		<ul style="list-style-type: none"> <li>Friendly letters (with a frame)</li> <li>Address an envelope</li> <li>Thank you notes.</li> </ul>	<ul style="list-style-type: none"> <li>Thank-you notes</li> <li>Friendly letters</li> <li>Messages</li> <li>Invitations.</li> </ul>	<ul style="list-style-type: none"> <li>Letters</li> <li>Thank-you notes</li> <li>Friendly letters</li> <li>Messages</li> <li>Invitations.</li> </ul>	<ul style="list-style-type: none"> <li>Directions</li> <li>Graphs/tables</li> <li>Brochures.</li> </ul> (s) (m)

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## Writing

The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:					
Writing Applications	Persuasive	PE-7. using visuals and writing words with teacher support that attempt to influence the reader (e.g. an advertisement, poster, etc.).	E-7. using visuals and writing a sentence (sentence frames supplied by the teacher) that attempt to influence the reader (e.g. an advertisement, poster, etc.).	B-7. writing a persuasive statement with teacher support (e.g., "Buy Charlie's Organic Chicken because it is the healthiest.").	LI-7. writing one or more persuasive paragraphs, with teacher support, that state a clear position with supporting details using persuasive vocabulary/strategies (e.g. loaded/emotional words, exaggeration, euphemisms, bandwagon, peer pressure, repetition, etc.).
					HI-7. writing a persuasive essay that states a clear position with supporting details using persuasive vocabulary/strategies to influence the reader (e.g. loaded/emotional words, exaggeration, euphemisms bandwagon, peer pressure, repetition, etc.).

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Standard: The student will identify and apply conventions of standard English in his or her communications.						
Standard English Conventions		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will identify and apply conventions of standard English in his or her written communications by:					
	Penmanship	PE-1. printing legibly upper and lower case letters of the alphabet with a model.	E-1. printing legibly upper and lower case letters of the alphabet without a model.	B-1. writing legibly cursive upper and lower case letters of the alphabet with a model.	LI-1. writing legibly cursive upper and lower case letters of the alphabet without a model.	HI-1. N/A
	Spelling	PE-2. using basic phonetic spelling to write words with teacher support.	E-2. recognizing and applying knowledge of letter-sound relationships to spell simple words within word families.	B-2. recognizing and spelling single syllable words using learned spelling patterns.	LI-2. recognizing and spelling two-syllable words using knowledge of syllabication and spelling patterns.	HI-2. recognizing and spelling multi-syllable words using knowledge of syllabication and spelling patterns.
		PE-3. identifying and using correct spelling for grade appropriate high frequency words and homonyms with teacher support.	E-3. identifying and using correct spelling for grade appropriate high frequency words and homonyms.	B-3. identifying and using correct spelling for grade appropriate high frequency words and homonyms, irregular plurals.	LI-3. identifying and using correct spelling for grade appropriate high frequency words and homonyms, irregular plurals.	HI-3. identifying and using correct spelling for grade appropriate high frequency words and homonyms, irregular plurals.

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## Writing

The student will identify and apply conventions of standard English in his or her written communications by:						
Standard English Conventions	Capitalization	PE-4. identifying and using capitalization for the pronoun "I" and sentence beginnings with teacher support.	E-4. identifying and using capitalization for the pronoun "I," sentence beginnings, and proper nouns (e.g., names, days, months).	B-4. identifying and using capitalization for proper nouns (e.g., names, days, months), titles (including book titles).	LI-4. identifying and using capitalization for proper nouns (e.g., names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.	HI-4. identifying and using capitalization for proper nouns (e.g., names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.
	Punctuation	PE-5. Identifying and using punctuation with teacher support for: <ul style="list-style-type: none"> <li>• endings of sentences (period),</li> <li>• colon to punctuate time</li> <li>• commas in dates and closings of letters.</li> </ul>	E-5. identifying and using punctuation for: <ul style="list-style-type: none"> <li>• endings of sentences (question mark, exclamation mark);</li> <li>• commas in greetings, closings of letters, and dates</li> <li>• apostrophes to punctuate contractions.</li> </ul>	B-5. identifying and using punctuation for: <ul style="list-style-type: none"> <li>• sentence endings</li> <li>• commas to punctuate items in a series and introductory words</li> <li>• apostrophes to punctuate contractions and singular possessives.</li> </ul>	LI-5. identifying and using punctuation for: <ul style="list-style-type: none"> <li>• sentence endings</li> <li>• commas to punctuate items in a series and introductory words or phrases</li> <li>• quotation marks for dialogue and titles</li> <li>• colons to punctuate business letter salutations</li> <li>• apostrophes to punctuate contractions and plural possessives.</li> </ul>	HI-5. identifying and using punctuation for: <ul style="list-style-type: none"> <li>• sentence endings</li> <li>• semi-colons in a series, introductory clauses, dialogue and direct address</li> <li>• quotation marks for dialogue and titles</li> <li>• colons to punctuate business letter salutations</li> <li>• apostrophes to punctuate contractions and plural possessives.</li> </ul>

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## Writing

The student will identify and apply conventions of standard English in his or her written communications by:					
Standard English Conventions	Grammar/Parts of Speech	PE-6. identifying and using verb tenses with support in:	E-6. identifying and using verb tenses in simple sentences using:	B-6. identifying and using verb tenses in simple sentences:	LI-6. identifying and using verb tenses in simple and compound sentences:
		<ul style="list-style-type: none"> <li>the infinitive</li> <li>the present progressive</li> <li>imperatives</li> <li>the simple present of "to have," "to do," "to be," and "to go."</li> </ul>	<ul style="list-style-type: none"> <li>the regular past, future tense ( "am going to")</li> <li>linking verbs of sensation and being.</li> </ul>	<ul style="list-style-type: none"> <li>the past and future progressive, irregular past tense (go/went, see/saw, stand/stood), regular past participles (work/worked, jump/jumped, call/called), irregular past participles (written, eaten, broken).</li> <li>non-action/stative verbs without a present progressive form (want, need, like)</li> <li>action verbs vs. non-action/stative verbs (watch/see, listen, hear) using auxiliary (helping) verbs (be/have/do + "am helping," "have jumped," "do not see.")</li> <li>negative modal auxiliaries (cannot, should not).</li> </ul>	<ul style="list-style-type: none"> <li>present perfect using irregular past participles</li> <li>present perfect tense using negative present perfect</li> <li>using present perfect progressive verbs</li> <li>negative perfect progressive verbs</li> <li>using passive voice</li> <li>linking verbs of change (turned, became, have gone).</li> </ul>
					<ul style="list-style-type: none"> <li>irregular present perfect verbs (has/have + irregular past participle: "has known," "has spoken")</li> <li>present perfect progressive verbs (has/have + "been" + present participle: "has been swimming," "have been sleeping")</li> <li>negative present perfect progressive verbs (has/have + not + "been" + present participle: "have not been talking")</li> <li>transitive (lay, raise) and intransitive (lie, rise) verbs</li> <li>passive voice ("to be" in past/present/future tense + past participle: "We were told ...").</li> <li>passive progressive voice ("to be" + being + past participle: "He was being stubborn ...").</li> </ul>

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## Writing

The student will identify and apply conventions of standard English in his or her written communications by:						
Standard English Conventions	Grammar/Parts of Speech	PE-7. demonstrating knowledge of subject-verb agreement in the simple present tense with support (i.e. modeling, frames, visuals, etc.).	E-7. demonstrating knowledge of subject-verb agreement in the simple tenses (past, present, future) with support (i.e. modeling, frames, visuals, etc.)	B-7. identifying and using subject-verb agreement in the simple and progressive tenses (past, present, future) in simple sentences.	LI-7. identifying and using subject-verb agreement in the simple and progressive tenses (past, present, future) in simple sentences. identify and use, with few errors, subject-verb agreement in simple sentences and, with some errors, in compound sentences.	HI-7 identifying and use, with few errors, subject-verb agreement in simple and compound sentences.
		PE-8. identifying and using singular and plural common nouns and proper nouns of persons (Jill, Jack, Mrs. Smith) in simple sentences with support.	E-8. identifying and using with support in simple sentences: <ul style="list-style-type: none"> <li>• Common nouns with determiners (a, an, the)</li> <li>• Regular and irregular plural nouns</li> <li>• Proper nouns of persons, locations and objects</li> <li>• Singular possessive nouns.</li> </ul>	B-8. identifying and using in simple sentences: <ul style="list-style-type: none"> <li>• Plural possessive nouns</li> <li>• Non-count/mass nouns</li> <li>• Collective nouns.</li> </ul>	LI-8. identifying and using in simple and compound sentences: <ul style="list-style-type: none"> <li>• Irregular plural nouns with the correct determiner</li> <li>• Non-count/mass nouns with the correct determiner.</li> </ul>	HI-8. identifying and using in compound and complex sentences: <ul style="list-style-type: none"> <li>• Regular and irregular possessive nouns</li> <li>• Singular/plural count and non-count nouns using the correct determiner.</li> </ul>



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## Writing

The student will identify and apply conventions of standard English in his or her written communications by:

### Standard English Conventions

#### Grammar/Parts of Speech

PE-9. identifying and using with support in simple sentences:

- singular and plural personal subjective pronouns (I, you, he, we, they)
- singular personal possessive pronouns (my, mine, her, her's, his, your, yours, its).

E-9. identifying and using with support in simple sentences:

- Demonstrative pronouns (this, that, these, those)
- singular and plural personal objective pronouns (me, you, him, her, it, us, them)
- interrogative pronouns (who, what, whose, whom, and which).

B-9. identifying and using in simple sentences:

- Reflexive pronouns (myself, herself, himself, yourself, yourselves, ourselves, themselves)
- Indefinite pronouns (all, both, nothing, somebody, anything).

LI-9. identifying and using intensive pronouns (personal pronouns + "self/selves": "We, ourselves, made the meal.") in simple and compound sentences.

HI-9. identifying and using intensive pronouns (personal pronouns + "self/selves": "We, ourselves, made the meal.") in compound and complex sentences.

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## Writing

The student will identify and apply conventions of standard English in his or her written communications by:

### Standard English Conventions

#### Grammar/Parts of Speech

PE-10. identifying and using with support in simple sentences:

- Common adjectives (color, shape, size, quantity)
- Possessive adjectives (my, your, his, her, its, our, their).

E-10. identifying and using demonstrative adjectives (this, that, these, those) in simple sentences with support.

B-10. identifying and using in simple sentences:

- Proper adjectives (Chinese man, Italian woman)
- Conceptual adjectives (free, ripe, important)
- Indefinite adjectives (many, any, all)
- Regular comparatives and superlatives (big, bigger, biggest).

LI-10. identifying and using irregular comparatives and superlatives (bad, worse, worst, good, better, best) in simple and compound sentences.

HI-10. identifying and using in compound and complex sentences:

- Adjectival verbals (participle + noun phrase: "dripping faucet")
- Using present participles as adjectives ("is interesting; was not boring")
- Using past participles as adjectives ("was tired; bored student").

PE-11. identifying and using with support in simple sentences:

- "When" adverbs (first, then, next, after, before, finally)
- "Frequency" adverbs (always, never, sometimes).

E-11. identifying and using with support in simple sentences:

- "Manner" adverbs (sadly, proudly)
- "Adjectival" adverbs (adjective + "ly": beautiful/beautifully)
- "Where" adverbs (here, there).

B-11. identifying and using in simple sentences:

- Superlative/comparative "ly" adverbs
- comparative/superlative "er/est" adverbs (fast, faster, fastest)
- intensifier adverbs (too, not, very)

LI-11. identifying and using in simple and compound sentences:

- intensifier adverbs (some, any)
- comparatives /superlatives adverbs (more quickly, more slowly, most beautifully)
- conjunctive adverbs (also, however, in addition,).

HI-11. identifying and using in compound and complex sentences:

- intensifier adverbs (barely, hardly, enough)
- irregular comparatives/superlatives adverbs (badly, worse, worst, well, better, best)
- conjunctive adverbs (therefore, consequently).

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The student will identify and apply conventions of standard English in his or her written communications by:						
Standard English Conventions	Grammar/Parts of Speech	PE-12. identifying and using with support in simple sentences: <ul style="list-style-type: none"> <li>• Prepositions of location (on, in)</li> <li>• Direction (up, down, over)</li> <li>• Time (on, at, in)</li> <li>• action and movement (from, off, out of).</li> </ul>	E-12. identifying and using: <ul style="list-style-type: none"> <li>• Prepositions of location (near, behind)</li> <li>• Time (by, during, past)</li> <li>• action and movement (to, from, off, out of)</li> </ul> in simple sentences with support.	PE-12. identifying and using in simple sentences: <ul style="list-style-type: none"> <li>• Time (during, past, since)</li> <li>• action and movement (toward)</li> <li>• oppositional prepositions (before/after, off/on, with/without)</li> <li>• compound prepositions (in front of, next to, on top of).</li> </ul>	PE-12. identifying and using prepositions of exceptions (despite, except) in simple and compound sentences.	PE-12. identifying and using prepositions of exceptions (despite, except) in compound and complex sentences.
		PE-13. identifying and using coordinating conjunctions (and, or) in simple sentences with support.	E-13. identifying and using coordinating conjunctions (but, yet) in simple sentences with support.	B-13. identifying and using co-relative conjunctions (both/and, either/or) in simple sentences.	LI-13. identifying and using co-relative conjunctions (not only/but also) in compound sentences.	HI-13. identifying and using co-relative conjunctions (not only/but also) in compound and complex sentences.

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The student will identify and apply conventions of standard English in his or her written communications by:

### Standard English Conventions

#### Syntax/Sentence Construction

PE-14. writing complete sentences using the following formulas with support:

- Noun + "to be" + noun ("A duck is a bird.")
- Plural noun + "to be" + plural noun ("Ducks are birds.")
- Pronoun + "to be" + noun ("He is a student.")
- Noun + "to be" + adjective ("The ball is round.")
- Noun + "to be" + preposition + noun ("The ball is on the table.")
- "There" + "to be" + subject + preposition + object ("There is a ball in the room.")
- Not + "to be" ("I am not hungry.")

E-14. writing complete sentences using the following formulas with support:

- "There" + "to be" + subject + preposition + object ("There is a ball in the room")
- Not + "to be" ("I am not hungry.")
- Subject + frequency adverb + present tense verb ("Jack always talks.")
- Subject + linking verb + adjective ("The food smells delicious.")
- subject + present progressive + object pronoun ("I am watching you.")
- subject + past progressive + preposition + object pronoun ("I was listening to you.")

B-14. writing complete sentences using the following formulas with support:

- Subject + verb + direct object ("I broke the chair.")
- Subject + verb + prepositional phrase ("I took the ball from Jack.")

LI-14. writing complete sentences using the following formulas with support:

- Subject + verb + direct object + indirect object ("I cooked a meal for Jill.")
- Subject + was/were + past participle + rest of sentence ("The ball was taken from Jack.")
- (Independent clause + conjunction + independent clause: "I like apples, but he likes oranges.")

HI-14. writing complete sentences using the following formulas with support:

- "If/when + simple present ... + comma + simple present ...: "If I leave home, I take an umbrella."
- "When Jack is tired, he goes to bed."
- Subject + verb + direct object + indirect object: "I cooked a meal for Jill."
- Independent clause + semi colon + conjunctive adverb + independent clause ("I wear jeans, therefore, I wear pants.")("I feel myself getting sick.")
- Passive voice ("The ball was taken from Jack.")
- Independent clause + semi colon + conjunctive adverb +independent clause ("I wear jeans; therefore I wear pants.")

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## Writing

Standard: Students use the steps of the writing process as a writing piece moves toward completion.						
Writing Process		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:					
	Pre-Writing	PE-1. generating ideas through drawing.	E-1. listing and webbing ideas as a class.	B-1. listing and webbing ideas independently.	LI-1. generating and organizing ideas using multiple teacher selected methods (brainstorming, webbing, writer's notebook, journal, etc.).	HI-1. generating and organizing ideas using multiple self-selected methods (brainstorming, webbing, writer's notebook, journal, etc.).
		PE-2. labeling drawings for an intended audience with support.	E-2. labeling drawings for an intended audience without support.	B-2. organizing ideas, determining the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece.	LI-2. organizing ideas to reflect the audience and intended purpose (e.g., to entertain, to inform, to communicate).	HI-2. Evaluating, organizing and selecting ideas that reflect the audience and purpose (e.g., to entertain, to inform, to communicate).

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	Drafting	PE-3. ordering and labeling drawings to represent a beginning, middle and end.	E-3. ordering drawings and/or sentences/ patterned text (i.e. "I see _____, I like _____." ) to represent a beginning, middle and end.	B-3. using the prewriting plan with teacher support to draft a paragraph with an introduction, body and conclusion.	LI-3. using the prewriting plan to draft a paragraph or essay with an introductory statement, body, transitions and concluding statement.	HI-3. using the prewriting plan to draft an essay with an introductory paragraph, body, transitions and concluding paragraph.
Writing Process	Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:					
	Revising	PE-4. N/A	E-4. N/A	B-4. revising a student draft as a class for: <ul style="list-style-type: none"> <li>• word choice</li> <li>• sequence of ideas (beginning, middle and end)</li> <li>• sentence structure (complete sentences)</li> </ul> using revision tools (checklists, rubrics, and reference materials).	LI-4. revising a student draft as a class or in small groups for: <ul style="list-style-type: none"> <li>• word choice</li> <li>• sequence of ideas (introduction, body, conclusion)</li> <li>• adding/deleting supporting details</li> <li>• effective transitions</li> <li>• sentence structure (complete and varied sentences)</li> </ul> using revision tools (checklists, rubrics, and reference materials).	HI-4. revising a student draft as a class, in small groups and independently with audience and purpose in mind for: <ul style="list-style-type: none"> <li>• word choice</li> <li>• sequence of ideas (introduction, body, conclusion)</li> <li>• adding/deleting/moving supporting details</li> <li>• effective transitions</li> <li>• sentence structure (combining/adding/ deleting, complete and varied sentences)</li> </ul> using revision tools (checklists, rubrics, and reference materials).

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Writing Process	Editing	PE-5. Reviewing class generated sentences for capitalization, periods and spelling of learned sight words.	E-5. Reviewing class generated sentences for capitalization, ending punctuation and spelling of learned sight words.	B-5. reviewing student drafts for errors in conventions* as a class using editing tools (checklists, rubrics, computer spell check and other reference materials) <b>*See Writing Convention standards and Listening and Speaking Conventions standards.</b>	LI-5. reviewing student drafts for errors in conventions* as a class or in small groups using editing tools (checklists, rubrics, computer spell check and other reference materials). <b>* See Writing Convention standards and Listening and Speaking Conventions standards.</b>	HI-5. reviewing student drafts for errors in conventions* as a class, in small groups and independently using editing tools (checklists, rubrics, computer spell check and other reference materials). <b>* See Writing Convention standards and Listening and Speaking Conventions standards.</b>
	Publishing	PE-6. N/A	E-6. N/A	B-6. Use teacher established timeline to produce published products in a teacher selected format (e.g., oral presentation, manuscript, multimedia, etc.).	LI-6. Use teacher established timeline to produce published products in a variety of formats (e.g., oral presentation, manuscript, multimedia, etc.).	HI-6. Use time management strategies to produce published products in a variety of formats (e.g., oral presentation, manuscript, multimedia, etc.) within a set period of time.

Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:

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Writing Elements	Standard: The student will integrate elements of effective writing to develop engaging and focused text.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:				
	PE-1. drawing pictures that represent the main idea and details and labeling them using a word bank. (s) (ss)	E-1. drawing pictures that represent the main idea and details and writing captions using a sentence/patterned text frame. (s) (ss)	B-1. producing a paragraph with an identifiable main idea and supporting details in a variety of genres. (s) (ss)	LI-1. producing one or two paragraphs with an identifiable main idea and supporting details that reflect the purpose in a variety of genres. (s) (ss)	HI-1. producing two or more paragraphs with an identifiable main idea and supporting details that reflect the audience and purpose in a variety of genres. (s) (ss)
	PE-2. ordering drawings to represent a beginning, middle and end. (s) (ss) (m)	E-2. ordering drawings and/or sentences/patterned text to represent a beginning, middle and end. (s) (ss) (m)	B-2. producing a paragraph containing an introductory statement, supporting details and a concluding statement which are connected by one-word transitions.	LI-2. producing one or two paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by one-word transitions and transitional phrases.	HI-2. producing two or more paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by transitional phrase and clauses.



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## Writing

Writing Elements	The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:				
	PE-3. using word banks to substitute synonyms for words in teacher created sentences.	E-3. creating lists of synonyms for known adjectives, verbs and nouns with teacher support.	B-3. substituting synonyms for known adjectives, verbs and nouns with teacher support or resources.	LI-3. substituting accurate and specific synonyms for adjectives, verbs and nouns; and experimenting with figurative language with teacher support or resources.	HI-3. selecting accurate, specific words and figurative language to express ideas and reflect audience and purpose with teacher support or resources.
	PE-4. manipulating teacher created sentence parts to vary sentence patterns with support. <b>*See Writing Convention standards and Listening and Speaking Conventions standards.</b>	E-4. manipulating sentence parts to vary sentence patterns with support. <b>*See Writing Convention standards and Listening and Speaking Conventions standards.</b>	B-4. varying sentence beginnings, lengths and patterns. <b>*See Writing Convention standards and Listening and Speaking Conventions standards.</b>	LI-4. varying sentence beginnings, lengths and patterns. <b>*See Writing Convention standards and Listening and Speaking Conventions standards.</b>	HI-4. varying sentence beginnings, lengths and patterns. <b>*See Writing Convention standards and Listening and Speaking Conventions standards.</b>

# ELL Stage III: Grades 3-5

## Writing

Research	Standard: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by the following:				
	PE-1. recording information, observations or questions about familiar text using a teacher created graphic organizer or cloze notes with support (teacher modeling, visuals, word banks, photographs, Internet, etc.). (s) (ss) (m)	E-1. recording information, observations or questions about familiar text using a teacher created graphic organizer or cloze notes with support (teacher modeling, visuals, word banks, photographs, Internet, etc.). (s) (ss) (m)	B-1. recording and organizing information, observations or questions on a familiar topic from one or two sources (experiment, textbook, guest speaker, video, Internet, etc.) for research purposes. (s) (ss) (m)	LI-1. recording and organizing information, observations or questions on a topic of student interest from one or two sources (experiment, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for research purposes. (s) (ss) (m)	HI-1. recording, evaluating and organizing information, observations or questions on a topic of student interest from two or more sources (experiment, article, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for research purposes. (s) (ss) (m)